

HELP! HOW DO I BEGIN?

Teacher-Librarian Induction

Tools of the Trade: Comparison of Conventional and Inquiry-Focused Schools

By Violet H. Harada and Joan M. Yoshina

This chart compares a traditional approach to instruction and learning versus an inquiry-based approach; and it is found on page 4 (Figure 1.1) in *Inquiry Learning Through Librarian-Teacher Partnerships* by Violet H. Harada and Joan M. Yoshina (Linworth Publishing, Inc. 2004).

Attributes	Conventional school	Inquiry-focused school
Students	Passive learners	Active, engaged learners
Teachers, Library Media Specialists	Content-oriented Teacher as information provider	Student-oriented Teacher as facilitator
Scheduling	Rigid	Flexible
School culture	Bureaucratic	Collaborative
Curriculum and instruction	Textbook-driven Teacher-focused Breadth emphasized Topic-oriented Fragmented	Standards-driven Student-negotiated Depth emphasized Thematic or problem-based Integrated
Assessment	Evaluation at the end Right answers are stressed Teacher assesses Grading is the goal Asks, "What do we know?"	Assessment is ongoing Diverse responses are encouraged Students and teacher assess Goal is improving learning and teaching Asks, "How do we come to know?"
Resources	Restricted to resources available in the classroom	Expands to resources beyond the school
Technology	Focus on learning about technology	Use of technology as a tool for learning

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Harada, V., & Yoshina, J. (2004). Tools of the trade: Comparison of conventional and inquiry-focused schools. *Library Media Connection*, 23(2), 25